

# Human Resource Management (HRM)

***Human resource  
development***



# ■ The main question is: how to achieve high work performance?

**Work performance is affected by:**

Job characteristics and (physical) work environment

+

Abilities and skills

+

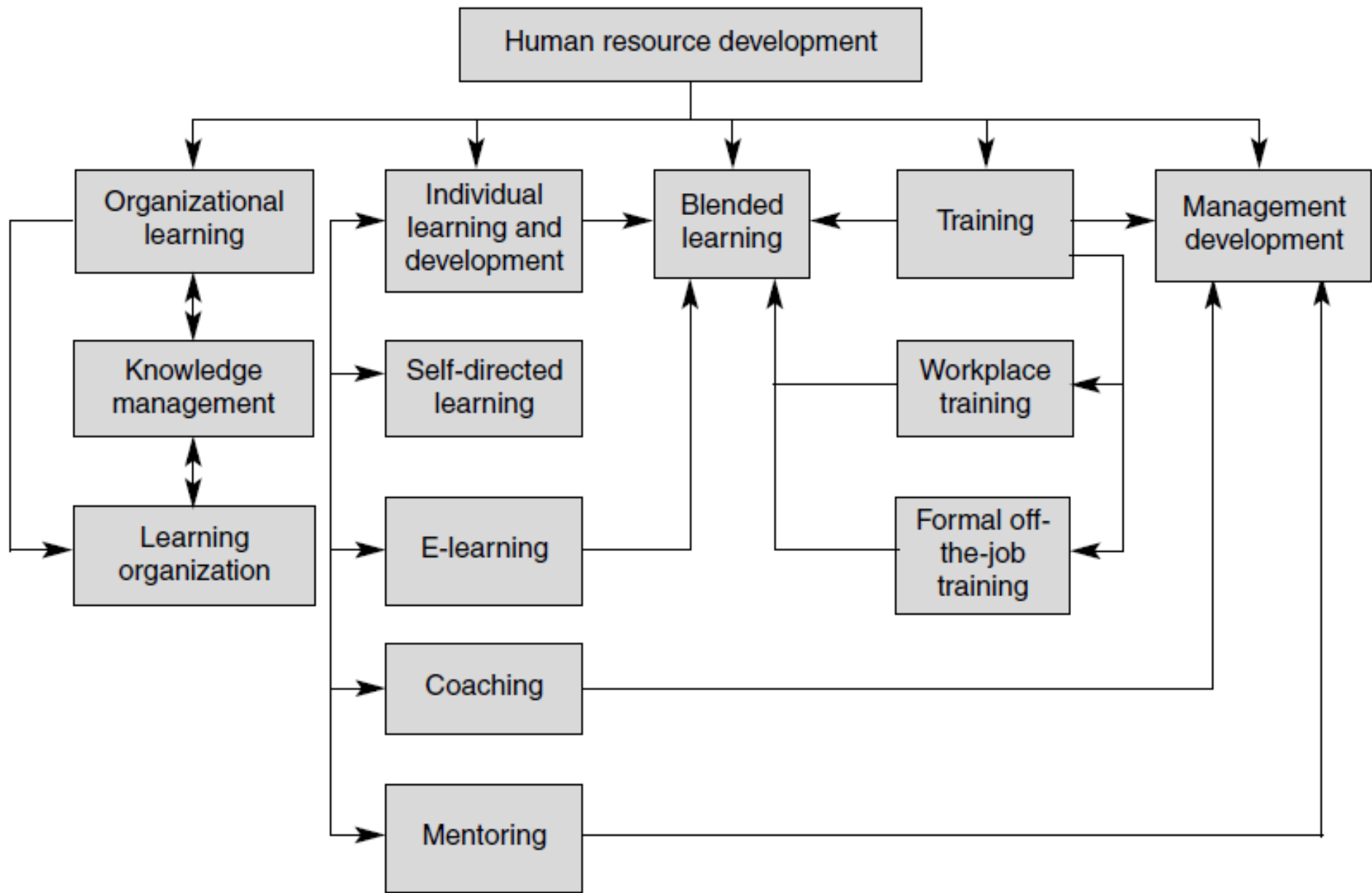
The willingness to perform



# ELEMENTS OF LEARNING AND DEVELOPMENT

- **Learning** – a relatively *permanent change in behaviour* that occurs as a result of practice or experience
- **Education** – the development of *the knowledge, values and understanding required in all aspects of life* rather than the knowledge and skills relating to particular areas of activity.
- **Development** – concerned with *ensuring that a person's ability and potential are grown and realized* through the provision of learning experiences or through self-directed learning.
- **Training** – the planned *and systematic modification of behaviour through learning events, programmes and instruction*, which enable individuals to achieve the levels of knowledge, skill and competence needed *to carry out their work* effectively.

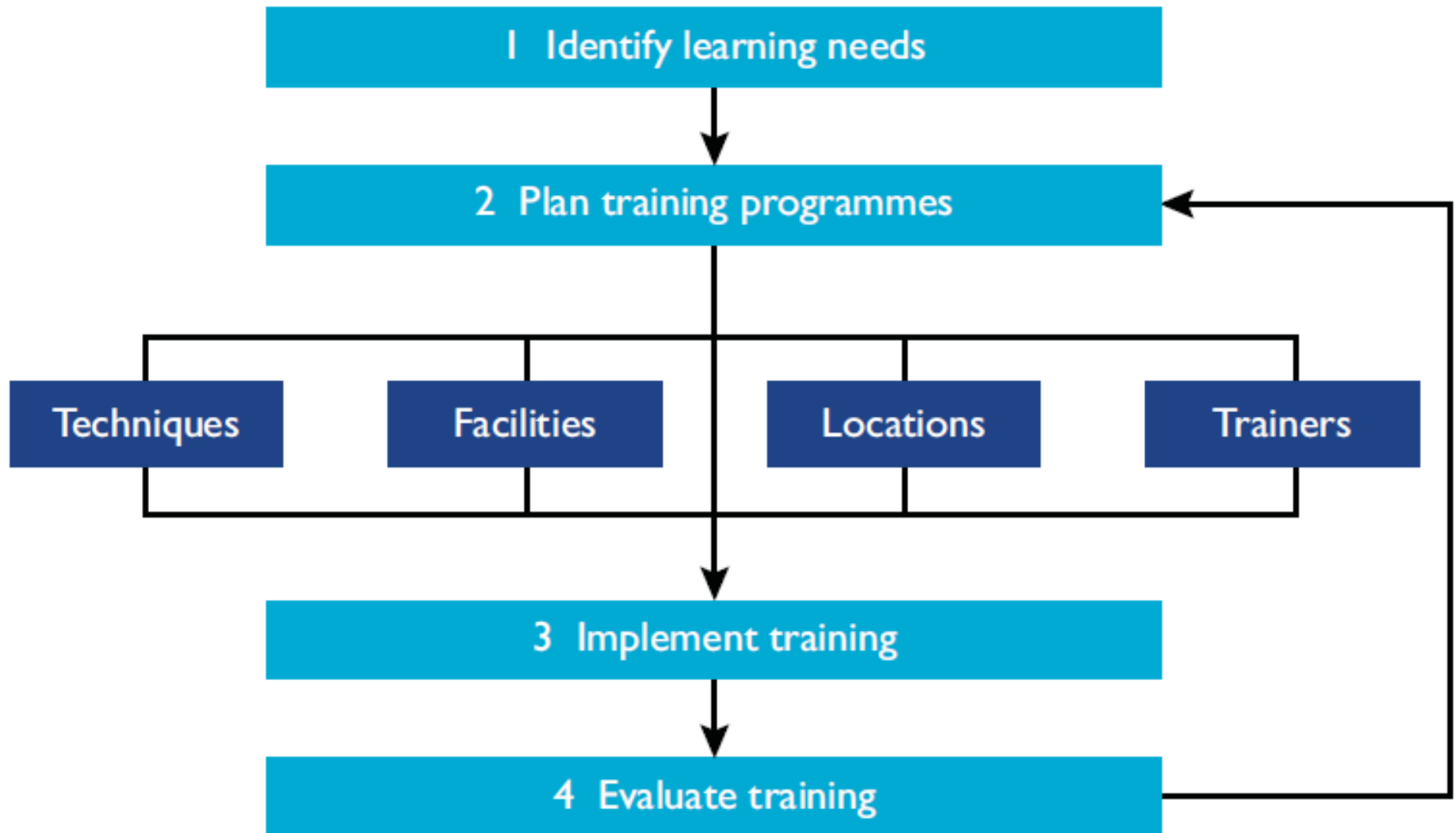
# Components of human resource development



# Informal and formal learning

Informal	Formal
Highly relevant to individual needs	Relevant to some, not so relevant to others
Learners learn according to need	All learners learn the same thing
May be small gap between current and target knowledge	May be variable gaps between current and target knowledge
Learner decides how learning will occur	Trainer decides how learning will occur
Immediate applicability ('Just-in-time' learning)	Variable times, often distant
Learning readily transferable	Problems may occur in transferring learning to the workplace
Occurs in work setting	Often occurs in non-work setting

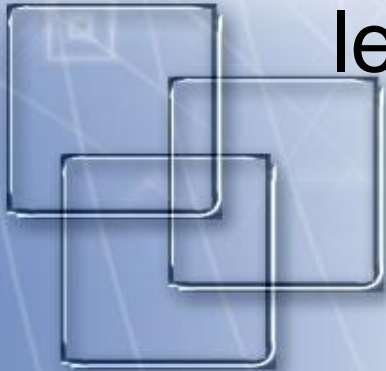
# Planning a training programme



# To achieve learning aims

ensure that:

- learners are **ready to learn**,
- **understand what they need** to know and be able to do, and
- are **able to take responsibility** for their learning by making good use of the learning resources.





# Action learning

- A method of helping managers develop their talents by exposing them to real problems. They are required to analyse them, formulate recommendations, and then take action.
- A typical action learning programme brings together a group of four or five managers to solve the problem, but with the regular contribution of an adviser.



# Blended learning

- Combination of learning methods to increase the overall effectiveness of the learning process.



# Coaching

- Coaching is a personal (usually one-to-one) on-the-job approach to helping people develop their skills and levels of competence. A structured and purposeful dialogue is at the heart of coaching.



# Mentoring

- Mentoring is the process of using specially selected and trained individuals to provide **guidance, pragmatic advice and continuing support** that will help the person or persons allocated to them to learn and develop. Mentors provide people with:
  - advice in drawing up self-development programmes;
  - general help with learning programmes;
  - guidance on how to acquire the necessary knowledge and skills;
  - advice on dealing with any administrative, technical or people problems especially in the early stages of their careers;
  - information on ‘the way things are done around here’;
  - coaching in specific skills;
  - help in tackling projects – not by doing it for them but by pointing them in the right direction, helping people to help themselves;
  - a parental figure.

# Self-directed learning

- **Encouraging individuals to take responsibility for their own learning** needs, either to improve performance in their present job or to satisfy their career aspirations.
- They **need to be provided with guidance** on where they can get the material or information that will help them to learn and how to make good use of it.
- **Personal development plans** can provide a framework for this process.
- They also need **support from their manager and the organization** with the provision of coaching, mentoring and learning facilities, including e-learning.

# E-learning

- The delivery and administration of learning opportunities and support via **computer, networked and web-based technology to help individual** development.
- It is '**learner-centric**' in that it can be customized to suit an individual's learning needs.
- **Potential drawbacks** are
  - the degree of access to computers,
  - the need for a reasonable degree of literacy,
  - the need for learners to be self-motivated, and
  - the time and effort required to develop and update e-learning programmes.

# „Corporate universities”

- A corporate university is an institution set up and run by an organization, often with outside help, in which education and learning take place.





# Sabbatical leave

- Used at universities, research institutions and in positions similar to them (needing high and up-to-date knowledge, and self-development).
- Purpose: to free the employee from its normal duties enabling them to:
  - Pursue self-development full time (it is paid)
  - Maintain their professional standing thus they may return with renewed vigor, perspective, and knowledge.
- It is not automatic: application/proposal is needed. It is also a kind of (big) reward.

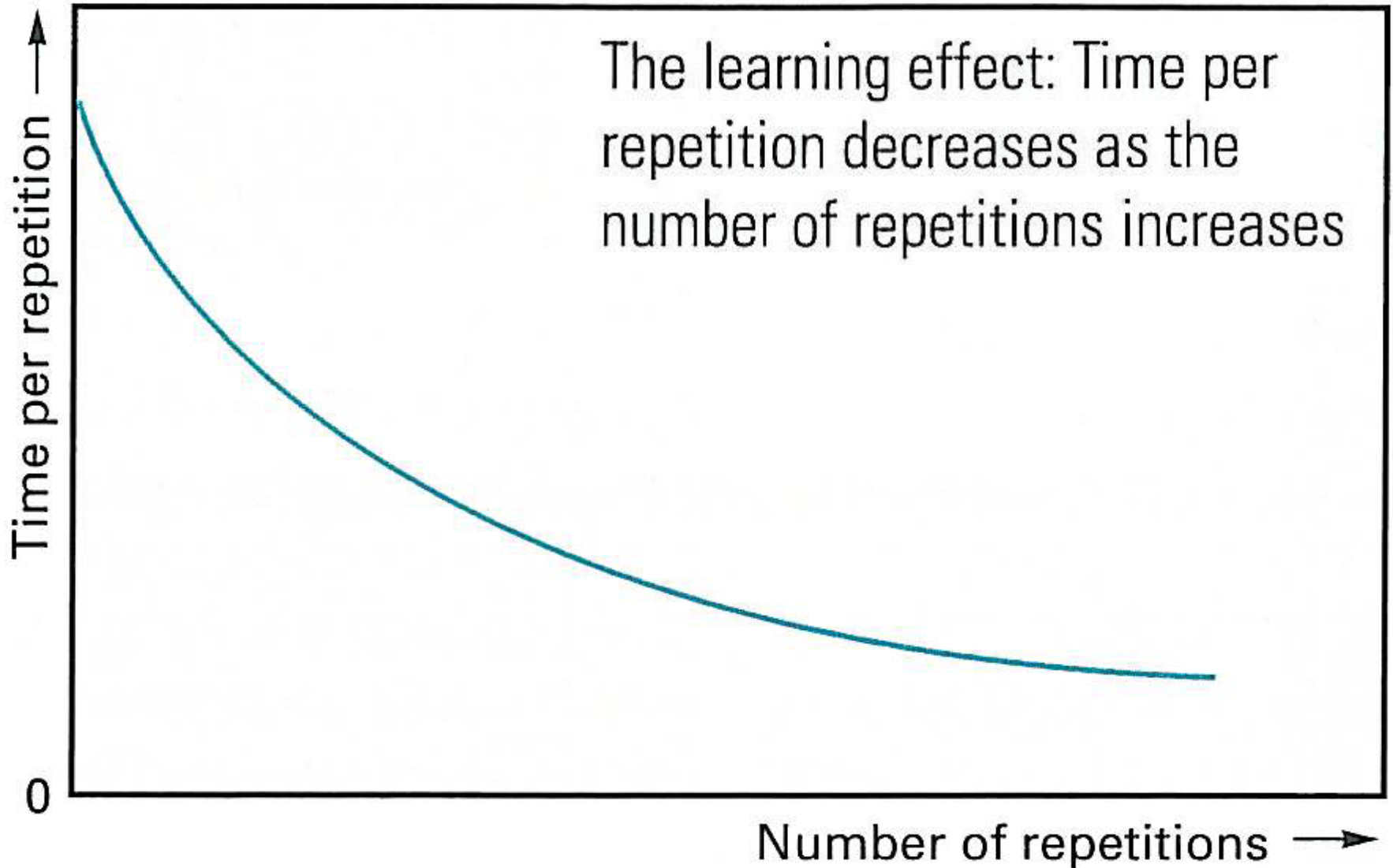




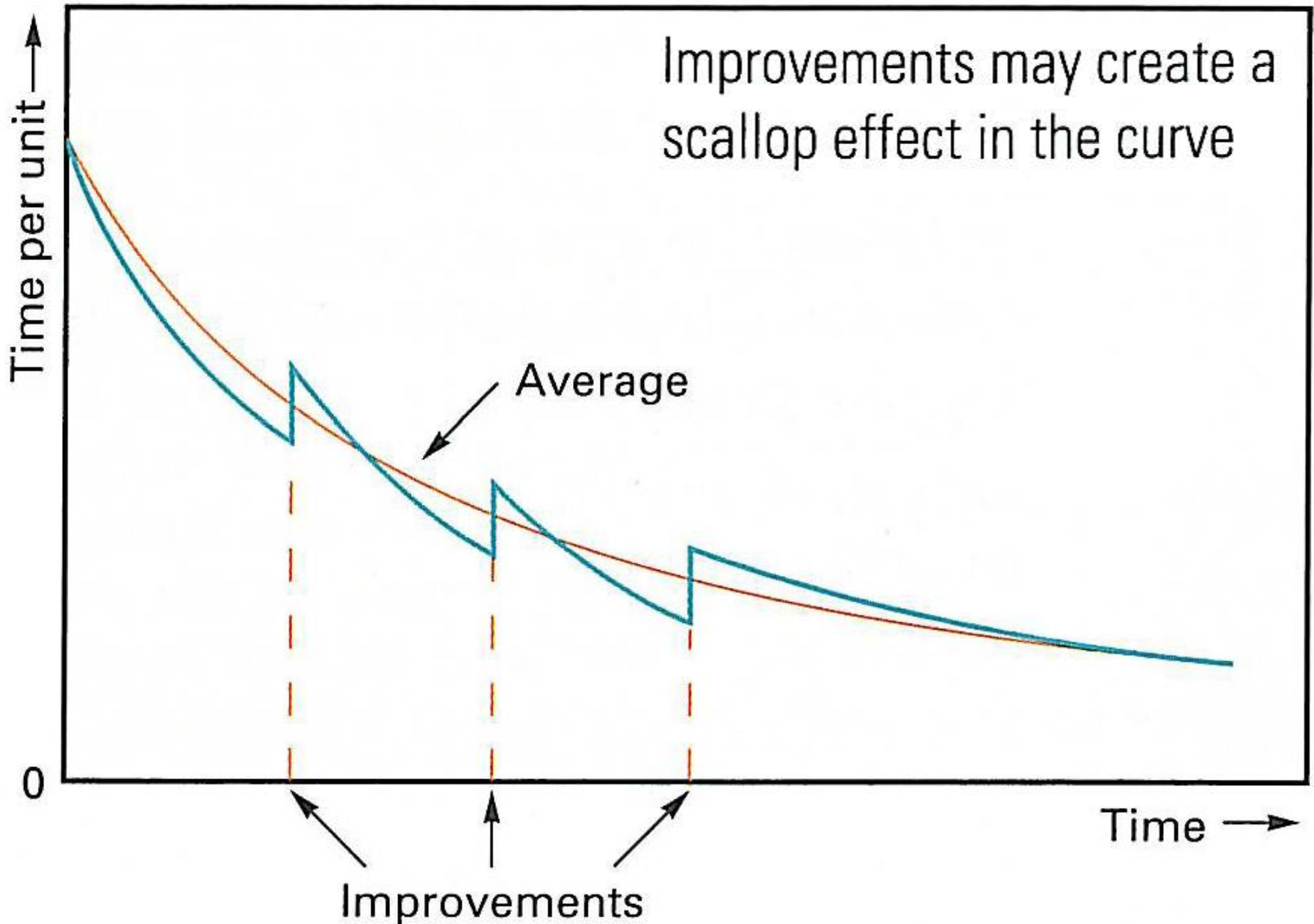
# Time to Productivity

- Many organizations invest more money in hiring new employees than in helping them acclimate and become productive.
- Most new hires want to get off to a good start, but need help doing so.
- It takes mid-level managers an average of six months to get up to speed in a new job.
- Even in restaurants and hotels it can take about 90 days for a new employee to attain the productivity level of an existing employee.
- On average, the time for new external hires to achieve full productivity is eight weeks for clerical jobs, 20 weeks for professionals, and more than 26 weeks for executives.

# Learning curves



# Learning curves with minor job modifications



# Based on empirical findings

- Decrease (%) in time needed is constant for every duplication of the number of repetitions. It is typically between 10-20%.



# General formula

For the  $n$ th repetition unit:

$$T_n = T_1 * n^b$$

$$b = (\text{learning percentage}) / \ln 2$$

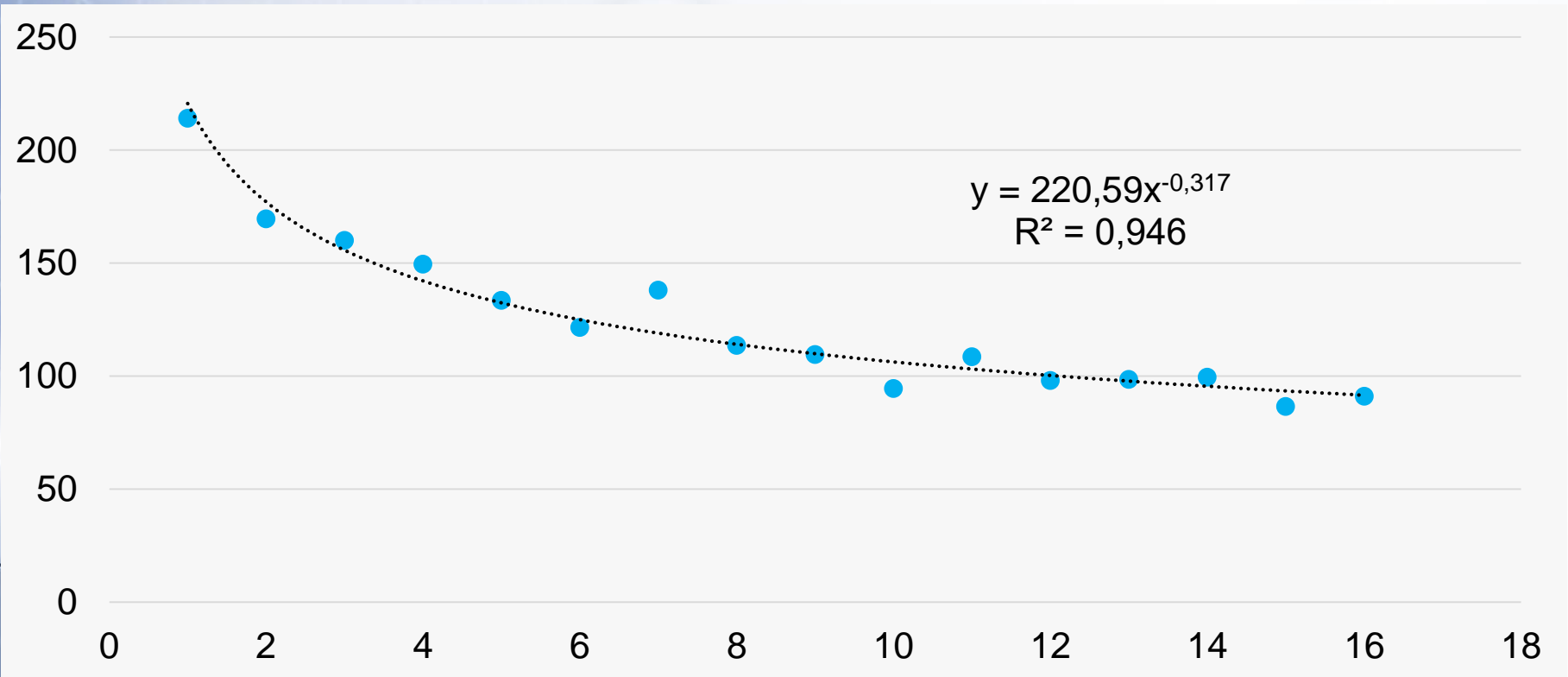
Example:

For the 3rd and 4th repetition, if the learning % is 80%, and the duration of the first repetition is 10 minutes:

$$T_3 = 10 * 3^{(\ln 0.8 / \ln 2)} = 7,02$$

$$T_4 = 10 * 4^{(\ln 0.8 / \ln 2)} = 6,40$$

# Learning curve of recording questionnaire data



# Learning curve of recording questionnaire data

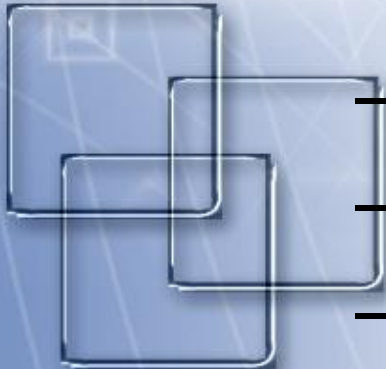
- Learning rate:  $b = -0,3172$
- Progress ratio:  $p = 2^{-0,3172} = 0,8026 = 80,26\% \approx 80\%$
- Hypothetical time of the first recording:  
 $T_1 = 220,5864 \approx 220 \text{ sec}$
- Thus, a general formula of the learning curve:

$$T_n = 220 n^{\log_2 0,8}$$



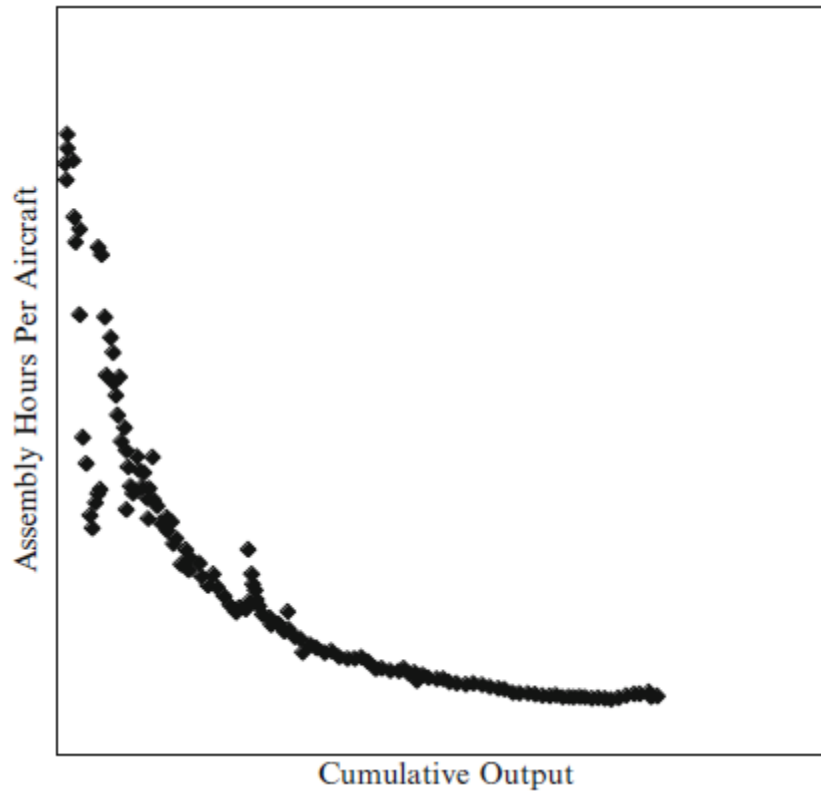
# Alternative output (dependent) variables

- Working time per product/service unit
- Machine-time per product/service unit
- Labor demand
- Measures of quality (number of complaints, delay etc.)
- Scrap-rate
- Failure-rate
- Accidents
- Wastes in material
- etc.

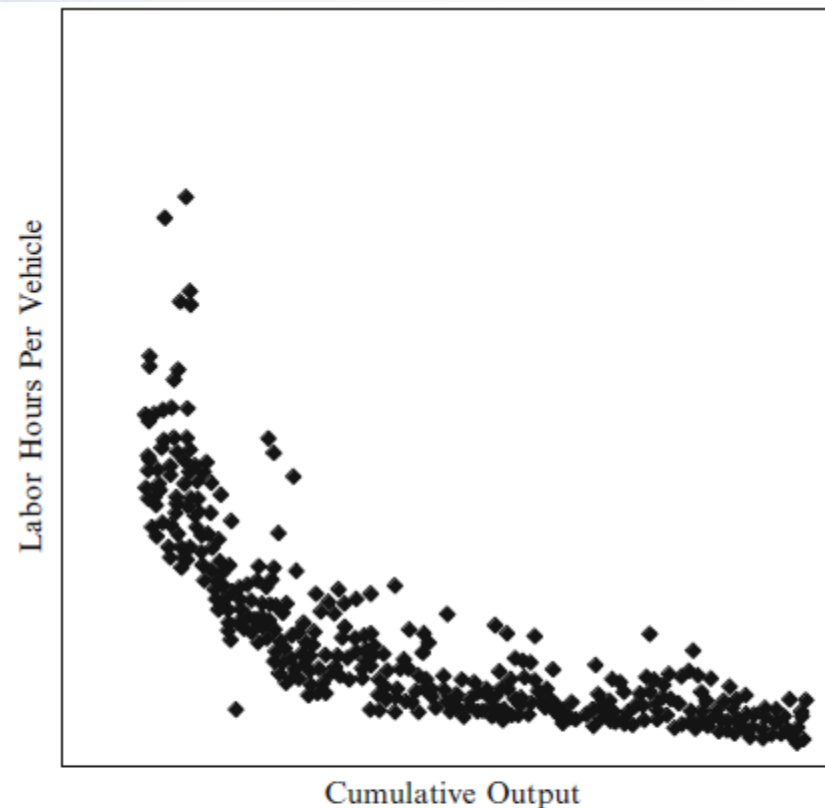


# Learning curves exist on the organizational level as well

**Fig. 1.1** The relationship between assembly hours per aircraft and cumulative output. *Note:* Reprinted with permission from L. Argote and D. Epple, Learning curves in manufacturing, *Science*, Volume 247, Number 4945 (February, 1990). Copyright 1990, American Association for the Advancement of Science. Units omitted to protect confidentiality of data



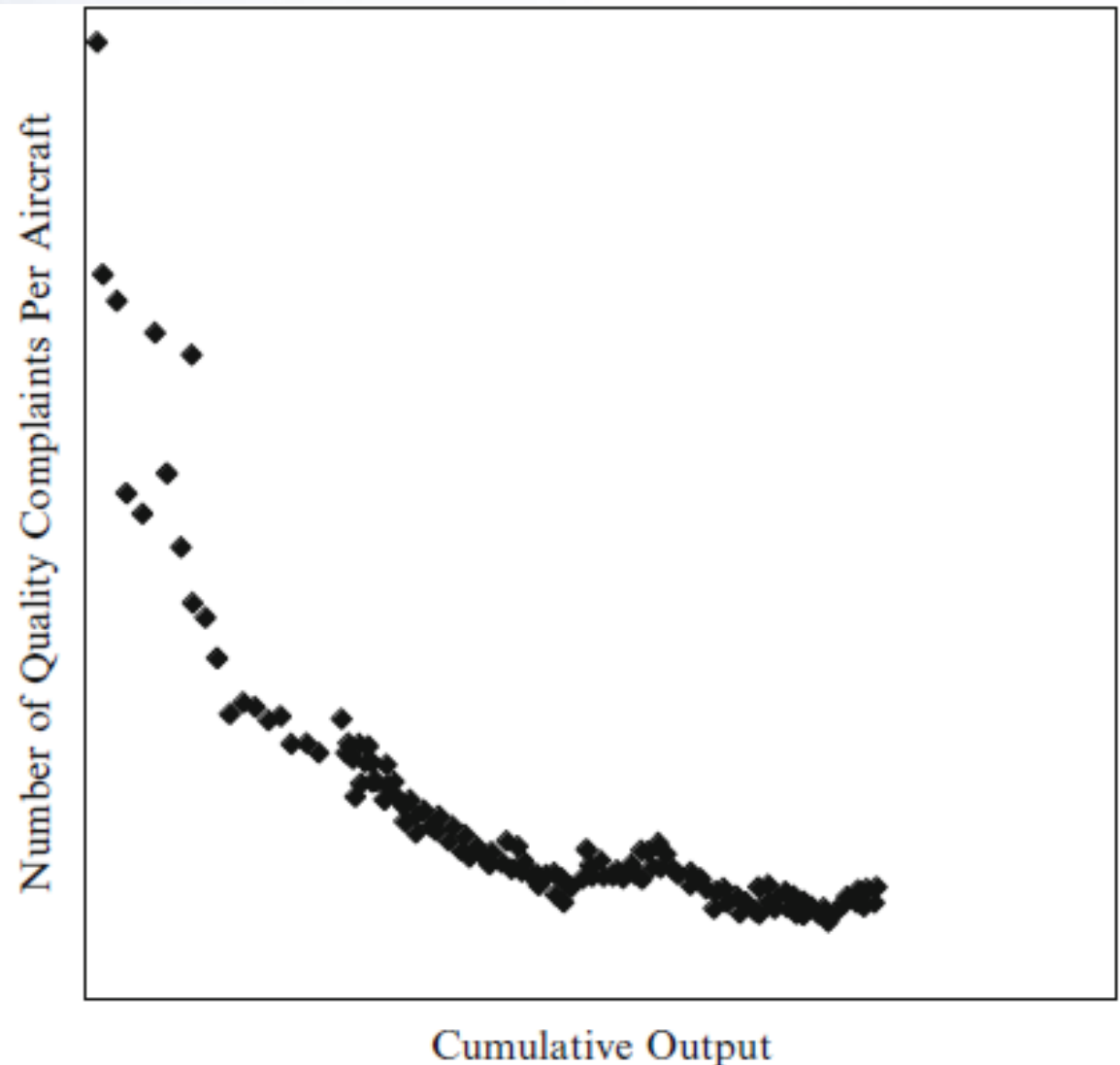
# Learning curves exist on the organizational level as well



**Fig. 1.2** The relationship between labor hours per vehicle and cumulative output. *Note:* Reprinted by permission from L. Argote, D. Epple and K. Murphy, An empirical investigation of the micro structure of knowledge acquisition and transfer through learning by doing, *Operations Research: Special Issue on New Directions in Manufacturing*, Volume 44, Number 1 (January–February, 1996). Copyright 1996, The Institute of Operations Research and the Management Sciences (INFORMS), 7240 Parkway Drive, Suite 300, Hanover, MD 21076 USA. Units omitted to protect confidentiality of data

# Learning curve with customer complaints as a dependent variable

**Fig. 1.3** The relationship between number of complaints about quality per aircraft and cumulative output. *Note:* Reprinted with permission from L. Argote, Group and organizational learning curves: Individual, system and, environmental components, *British Journal of Social Psychology: Special Issue on Social Processes in Small Groups*, Volume 32 (March, 1993). Copyright 1993. Units omitted to protect confidentiality of data



# Orientation and Socialization

- *Orientation (or onboarding)*: the process of completing new hires' employment-related paperwork, and familiarizing them with their jobs, coworkers, work spaces, work tools, and the company's policies and benefits
- *Socialization*: a long-term process of planned and unplanned, formal and informal activities and experiences through which an individual acquires the attitudes, behaviors, and knowledge needed to successfully participate as an organizational member
  - The primary goal of socialization is to get new employees up to speed on their jobs and familiarize them with the organization's *culture*, or the norms, values, behavior patterns, rituals, language, and traditions that provide a framework that helps employees interpret and understand everyday experiences

# Socialization

- Can speed up the time it takes new hires to reach the point at which they start generating a return on the company's investment in them.
- Can improve employee retention and employee engagement, lessen the impact of reality shock, and facilitate new hire adjustment and integration.
- People who are well socialized in their organizational roles tend to have higher incomes, be more satisfied, more involved with their careers and more adaptable, and have a better sense of personal identity than those who are less socialized.
- Socialization prepares employees to perform their jobs effectively, fit into the organization, and establish productive work relationships.



# Effective Socialization

- Should actively involve new employees,
  - encourage them to ask questions,
  - and clarify their role in business strategy execution.
- Helpful managers and peers can enhance employees' learning of the new job.
- The nature and the quality of new employees' relationship with their managers have a significant effect on socialization.
- Research suggests that socializing new employees as a group,
  - using formal activities and materials in a predetermined order
  - within a specified time frame,
  - giving them access to role models or mentors,
  - and providing social supportenhance newcomer loyalty, reduce turnover, and increase commitment, job satisfaction, task mastery, and values congruence.



# Reality Shock

- Unsettling or jarring experience resulting from wide disparity between what was expected and what the real situation turns out to be, such as the first day on a new job.



# Readings

*Textbook Chapter 38*



**Thank you for your attention**

